**Geoffrey O’Neill -** This video will provide an overview of the school-based assessment order program for VCE studies, excluding those within the VCE vocational major. My name is Geoffrey O'Neill and I'm the manager of the VCE Curriculum Unit at the VCAA.

School-based assessment is an essential feature of the VCE, allowing for flexibility in both teaching and assessment practice as part of the VCAA's ongoing monitoring and quality assurance program for the VCE. Assessment tasks for School-based assessment in each VCE study can be requested for audit from schools. The VCAA's audit school-based assessment is conducted in line with the powers set out in Sections 3.5.3 and 2.5.5 of the Education and Training Reform Act and the requirements set out in Sections 4.1.2 of the VRQA guidelines and standards for the registration of awarding bodies and accreditation of senior secondary qualifications. Schools providing the VCE must deliver the course to the standards established by the VCAA. They must ensure the integrity of student assessments and ensure compliance with the requirements of the VCAA for the relevant assessment program.

For school-based assessment, the standards and requirements are stated in this assessment specifications set out in the relevant VCE study design and the VCE assessment principles. The purpose of the school-based assessment audit is to help protect the integrity of the VCE and its results. It allows us to monitor the implementation of VCE assessment. All schools are audited annually in at least one VCE study, and all VCE studies are subject to a school-based assessment audit. Schools will receive feedback on the findings from the audit. The audit findings will also assist us in planning further assessment advice and professional learning and other resources for teachers. The VCAA will draw on any irregularities identified in the auditing process to the attention of the principal of the school. In the event of a serious irregularity, the executive leadership team of the VCAA will determine whether disciplinary or other procedures will apply and may consider altering a school's assessments in light of the evidence presented.

For schools, it provides an opportunity for you to validate your school-based assessments and associated policies regarding VCE assessment. It also enables you to set up professional conversations about teaching and learning and assessment with your teachers across each of the VCE study areas. The VCE assessment principles are the key principles that underpin all VCE assessment practise to ensure the assessment instruments enable judgments to be made about the demonstration of outcomes and the achievement fairly in a balanced way and without adverse effects on the curriculum.

The VCE Administrative Handbook is a comprehensive guide for principals, teachers, and administrators, outlining the rules and regulations and policies governing the delivery of VCE in schools. The rules surrounding authentication of school-based assessment are contained within this handbook. The study design support effective assessment and curriculum planning for VCE studies. It includes all the important information about the study regarding its units of study, outcomes, areas of studies, key knowledge, key skills, and assessment requirements.

The support material, which includes the advice for teachers, provides curriculum and assessment advice for units one to four. It also contains advice for developing a course with examples of teaching and learning activities and resources for each unit. The school-based assessment reports provide feedback to VCE teachers following the first year of implementation of a new or newly accredited VCE study design. These reports are based on results from the school-based assessment audit from their previous year. They outlined the common issues raised through the audit process and common themes that were identified that schools should consider in their delivery of the learning and assessment program in the current year.

School principal has the overall responsibility for the delivery of teaching and learning programs and assessments in accordance with the requirements of the VCE study design, the assessment principles, the VCE and VRQA Administrative Handbook, and any other VCAA requirements. It is the school that is being audited, not the teacher. The audit submission should be completed by the teacher of the study on behalf of the school with the support of the principal and/or the principal's delegate. If there is more than one person teaching the units three, four of the study, teachers should be working together to complete a single school response to the audit for the school. Only one response is required and only one response will be considered from each school for the audit.

Schools can access the audit questionnaires for all VCE studies from the VASS downloads during the audit period. Why not conduct a professional learning with all your VCE staff using these questionnaires that are available as a basis for discussion around your assessment policies and processes for each of your VCE studies, this means that all staff are involved with the audit across the school, and can support the staff that are undergoing the VCAA audit themselves. Discussions may give a greater understanding of all staff around assessment practices and may be beneficial to the teaching and learning and assessment programs across the whole VCE program at your school.

As mentioned previously, all schools and VCE providers are audited annually for at least one VCE study, and all VCE studies are subject to a school-based assessment audit. Schools are notified of the studies that they've been selected for audit through VASS. The audit dates are published annually in the VCAA important administrative dates on our websites and the outcomes of the audit are delivered via VASS. Each school receives an audit report for the studies that they were selected for audit for as their own individual reports. We require that these VASS reports are passed on to the study teacher for feedback and further responses if required. It is a team that responds to the school-based assessment audit at a school.

The responsibilities work across your leadership team for VCE. The VASS coordinator plays a key role in informing the teacher and the principal of what study has been selected for audit and the timelines in which they need to be completed. When the outcomes are delivered, it is the VASS coordinator that will pass this audit report onto the principal and the teacher or teachers of the study. This report will provide feedback and whether any further action is required to be undertaken.

A reminder that schools are ordered to not teachers, so please support your staff. The principal, VCE coordinator, or Head of Learning should be responsible in assisting the teacher in the submission of the school-based assessment audit response. Teachers being the subject matter experts will be completing the study school-based assessment audit response. And principals and the principal's delegate will oversee the process and support the teacher. Further information can be found on the school-based assessment audit webpage on our website.

The School-Based Assessment Audit Information and Advice for Schools documents and information available on our website contains advice on the processes and requirements of the school-based assessment audit. This advice can be used by teachers of the VCE study selected from the audit to navigate the audit process on behalf of the school with the support of their principal or principal's delegate. It is also used by schools to create and refine internal processes for managing the school-based assessment audit, and ensuring the policies and processes are in place for the VCE school-based assessment program. The authentication of student work is vital to the integrity of the VCE. Teachers must be able to authenticate the students' work as the students' own. School policies and processes must be in place.

Please refer to the guidance and information in the VCE Administrative Handbook. The integrity of VCE assessments is of paramount concern to maintain the integrity of the VCE qualification. As such, teachers and schools need to develop and implement robust authentication strategies to ensure that students' submitted work is clearly their own. It is the responsibility of the school to carefully plan, develop, document, and implement authentication and plagiarism policies, processes and strategies for their school to ensure the integrity of the assessment.

VCE coordinators may find it beneficial to work with their teaching staff to complete this section of the school-based assessment audit response, ensuring a full understanding of the school's authentication processes by subject teachers completing the audit documentation. From the findings and results of the school-based assessment audit each year, we identify common issues across all of our VCE studies. The use of publicly available assessment materials without modification is one of those key issues, and we'll explore that on the next slide. Another common issue is the misinterpretation of the study design, use of incorrect task type, assess, acknowledge, or skills that are not related to the outcome being assessed as well, or incomplete or misleading task instructions for students. Please ensure that you address this as you are developing your assessment tasks for your studies studies.

There are a number of commercially produced and publicly available tasks available for teachers and schools to use as reference for school-based assessment. Commercially produced and publicly available tasks must be checked for compliance with the VCE assessment principles and the requirements of the current accredited VCE study design. As they are in the public domain and not endorsed by the VCAA, it should be significantly modified to ensure authentication is possible. That is, you can ensure that it is your student's work that is being submitted. You can not assume that just because your school has not used these tasks before or have not given them out to your students, that they're not available to your students through other forums.

Even though commercially produced tasks, the providers might tell you that the items are only being sold to schools and only being sold to teachers. You don't know how the other schools and teachers are using them when they're using them and what availability they have for their students for those tasks. Students from different schools mix in a variety of social occasions and they talk and they share. Responses can be Googled. There are forums online that exists where students share assessment task and student tutors also access these materials. If a student has accessed an assessment task by studying and searching, they're not cheating. It is the school's responsibility to modify the task to ensure that they are unique for the cohort.

The school-assessed coursework tasks need to be unique for each individual school. Commercially produced and publicly available tasks must be significantly modified to ensure that the school can authenticate that this is their own student's work. Should you have any further questions, please don't hesitate to contact the school-based assessment audit team on the details on the screen.

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